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ABSTRACT

This volume in the assessment series of the Effectiveness of School Desegregation Strategies Project is a bibliography of references for all the printed material used in the project. Items listed relate to issues of public response to desegregation, racial isolation, resegregation, academic achievement, and racial relations. Included among entries on academic achievement are secondary analysis studies of achievement in secondary schools conducted by Paul Wortman and his associates at the University of Michigan. Also cited are those studies excluded from the Wortman Analysis, and the criteria for exclusion along with an evaluation which appears in Appendix A. A listing of papers on school desegregation presented at the 1981 AERA (American Educational Research Association) meeting is also appended. (JCD)

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ASSESSMENT OF CURRENT KNOWLEDGE ABOUT THE EFFECTIVENESS OF SCHOOL DESEGREGATION STRATEGIES

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VOLUME IX

SCHOOL DESEGREGATION STRATEGIES: A COMPREHENSIVE BIBLIOGRAPHY

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Institute for Public Policy Studies
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April 1981

UD 022 080

Preface

This volume is one of nine resulting from the Assessment of Effective Desegregation Strategies Project (hereafter referred to as the Project). The Project was financed with funds provided by the Office for Civil Rights (OCR) of the U.S. Department of Education and administered by the National Institute of Education (NIE).*

The primary purpose of the Project has been to identify what is known about strategies that are effective in desegregating school systems. A secondary objective of the Project is to facilitate further research on this topic. The Project will be successful if policy makers and practitioners use its findings, and the subsequent knowledge from research to which the project contributes, to more effectively racially desegregate the nation's schools.

There are several potential goals of desegregation and these may be the terms in which effectiveness is measured. This Project defined an effective strategy in one of four general ways:

1. The acceptance and support of desegregation by parents and the community.
2. The reduction of racial isolation and the avoidance of segregation among public schools (white flight and nonentry) and within schools (unnecessary ability grouping, push-outs, etc.).
3. The development of better race relations among students.
4. The improvement, or at least the continuance, of academic achievement.

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* This report was prepared under Contract No. NIE-R-79-0034.

The Project involved several different but interrelated activities:

1. A comprehensive review of the empirical research (see Volume V).
2. A review of the qualitative literature on school desegregation, including studies surveying the opinions of practitioners and policy makers (see Volume VI).
3. An analysis of ten key court decisions (see Volume VII).
4. Interviews with local and national experts on school desegregation (see Volume VI).
5. A synthesis of the information gathered in activities 1-4 (see Volume I).
6. A review of actions by state governments and interviews with state officials (see Volume VIII).
7. An agenda for future research to determine the effectiveness of school desegregation strategies (see Volume II).
8. The design of a multicommunity study to determine the factors that account for the effectiveness of school desegregation (see Volume III).
9. A guide to resources that those charged with implementing desegregation might find helpful (see Volume IV).
10. A comprehensive bibliography of books, articles, papers, documents and reports that deal with desegregation strategies related to the four general goals outlined above.

These several activities were conducted by a team of researchers from several universities and organizations. The Project, which was managed by Willis D. Hawley with the assistance of William Trent and Marilyn Zlotnik, was initially based at Duke University's Institute of Policy Sciences and Public Affairs. Midway during its 19 month life, the Project was moved

to Vanderbilt University's Institute for Public Policy Studies. The members of the Project team were:*

Carol Andersen	Education Commission of the States
C. Anthony Broh	Duke University
Robert L. Crain	Johns Hopkins University, The Rand Corporation
Ricardo Fernandez	University of Wisconsin-Milwaukee
Willis D. Hawley	Vanderbilt University
Rita E. Mahard	University of Michigan, The Rand Corporation
John B. McConahay	Duke University
Christine H. Rossell	Boston University
William Sampson	Northwestern University
Janet W. Schofield	University of Pittsburgh
Mark A. Smylie	Vanderbilt University
Rachel Tompkins	Citizen's Council for Ohio Schools
William Trent	Vanderbilt University
Charles B. Vergon	University of Michigan, Ann Arbor
Meyer Weinberg	University of Massachusetts, Amherst
Ben Williams	Education Commission of the States

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* Affiliations are for the period during which these persons participated in the study.

The Advisory Board

This project has benefitted from the advice of a distinguished panel of scholars and practitioners who made suggestions and comments on every thing from the project design to the final report. The members of the Board are:

Mary Berry, Professor of History, Howard University and Vice Chairperson, U.S. Commission on Civil Rights

Fred Burke, Commissioner of Education, State of New Jersey

Norman Chachkin, Lawyers' Committee for Civil Rights Under Law

Francis Keppel, Professor of Education, Harvard University and Chairman, National Project and Task Force on Desegregation Strategies

Hernan LaFontaine, Superintendent, Hartford Public Schools

Sharon Robinson, Director of Instruction and Professional Development, National Education Association

Peter Roos, Director of Education Litigation, Mexican American Legal Defense Fund

Franklin Wilson, Professor of Sociology, University of Wisconsin, Madison

The conclusions reached in the several volumes are those of the named authors. Neither the National Institute of Education nor the Office for Civil Rights supports the findings of this Project.

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Introduction

This volume is one of several resulting from the Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies Project.

While each of the other volumes is self-contained with respect to supporting references, this volume pulls together references to all of the printed material used in the Project. Moreover, this bibliography includes material considered but not used in our analysis for various reasons.

The bibliography is extensive but it does not list all written meterial related to desegregation. Almost all of the items listed here are related to the issues addressed by the Project, that is, strategies affecting public response to desegregation, racial isolation, resegregation, academic achievement, and race relations. Some other items related to desegregation or to race relations are included because we have found them worth citing for a number of reasons.

Other substantial bibliographies and reviews of literature related to desegregation are cited by Meyer Weinberg in Volume IV of this Project, A Practical Guide to Desegregation: Sources, Materials, and Contacts (pp. 65-69). That volume also identifies selected sources of information by topic and includes issues not dealt with directly by the analytical sections of the Project. The topics Weinberg deals with are:

Administrators
Background Readings
Bilingualism
Classroom Organization
Discipline
Dropouts and Pushouts
Hispanics
Housing
Magnet Schools
Metropolitan Desegregation
Parent Participation
Planning for Desegregation
The Press and Desegregation
Second-Generation Problems
Students and Desegregation
Teachers and Desegregation
Unequal Burdens of Desegregation
University-Business-Community Pairings
Voluntary Desegregation
White Flight
Whites as Minorities.

Throughout the bibliography, particular references related to academic achievement are marked with an asterisk (*). These are studies that have particular shortcomings that limit their usefulness in assessing the effects of desegregation on academic achievement. As this Project was concluding, Paul Wortman and his associates at the University of Michigan reported the preliminary results of their effort to conduct a type of secondary analysis (called meta-analysis) of all previous studies of achievement in desegregated schools. The items marked are the studies Wortman and his associates felt should not be included in their analysis. They developed a scheme for assessing the limitations of the studies and have coded each study accordingly. Their criteria for exclusion and their evaluation of each study is included here as Appendix A.

Studies excluded from the Wortman analysis may be useful and perfectly respectable analyses. In some cases, for example, sampling procedures were not identified in the study but this does not mean that the sampling was incorrect (although efforts were made to track down authors to answer some questions about the studies). Our reason for including this information is not to criticize the studies but to help the reader interested in the topic of academic achievement to make more effective use of the available literature.

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APPENDIX A

A Critical Analysis of Particular Studies of the Effects of School Desegregation on Academic Achievement

Since 1979, Paul Wortman and his associates at the Center for Research on the Utilization of Scientific Knowledge at the University of Michigan, Ann Arbor, have been identifying and evaluating studies purporting to measure the effects of desegregation on academic achievement. This process has resulted in the identification of some significant weaknesses in a number of the particular studies that make up the literature. We feel it will be useful for readers of this bibliography to know the limitations of the studies Wortman and his colleagues have reviewed. This appendix is an excerpt from the Progress Report: Project for Secondary Analysis of Educational Program Evaluations II, June 1981, submitted by Professor Wortman to the National Institute of Education pursuant to the provisions of Grant No. NIE-G-79-0128. This excerpt explains the criteria for evaluation and shows the limitations of each study the project determined could not be used in their efforts at secondary analysis. The inclusion of a study in this list does not mean that the study has no utility. It means that it did not meet certain methodological standards necessary to the type of sophisticated quantitative synthesis of the findings of studies of desegregation and achievement that is the purpose of the secondary analysis project.

We are grateful to Professor Wortman for permission to reprint this excerpt from his report.

PROJECT FOR SECONDARY ANALYSIS

OF EDUCATIONAL PROGRAM EVALUATIONS II

by

Paul M. Wortman, Ph.D.

Exclusion Criteria

The decision to exclude a particular study from the analyses was based on assessments of the various threats to the study's validity. The number and magnitude of the flaws in the study have been the deciding factor for inclusion or exclusion. The observed threats to validity fall into one or more of four basic classifications that have been developed by Campbell and his associates (Campbell & Stanley, 1963; Cook & Campbell, 1979). Thus, the criteria used to reject studies (see Table 1) represent specific instances or threats to internal, external, construct, or statistical conclusion validity.

Internal validity is broadly concerned with whether the treatment (i.e., school desegregation) in fact affected the outcome (i.e., academic achievement of black students). Threats to internal validity may be posed by uncontrolled variables representing effects of history, maturation, and the like as originally described by Campbell and Stanley (1963). Most of the factors listed in the table as threats to validity do not require further explication. However, the rationale behind a few may not be so apparent. For instance, studies utilizing cross-sectional survey designs (criterion 4a) were rejected from the analyses because they typically do not control for extraneous variables in local school settings that may affect achievement above and beyond the effects of desegregation. That is, they are usually observations at one point in time lacking adequate controls.

Studies were also rejected that failed to describe their sampling procedures (criterion 4b) and thus make it impossible to rule out potentially confounding biases in the selection of comparison groups. Finally, the use of different tests as pretest and posttest measures may pose "instrumentation" problems stemming from differential test reliability and low inter-test reliability. These problems may either produce spurious treatment effects or mask real effects. Each of these specific threats may confound the observed association between desegregation and achievement.

External validity refers to limitations in the generalizability of the study with regard to populations, settings, as well as treatment and measurement variables. One obvious reason for exclusion was studies conducted outside of the United States. Another common treat to external validity involved the confounding effect of compensatory equalization of treatment (e.g., extra teachers for segregated controls) or other kinds of multiple treatment interference (criterion 3g). These may disguise or distort findings indicating how desegregation affects achievement. Moreover, when the dates of test administration are not described (criterion 5c), problems arise in adjusting the effect-size estimates to a proper time interval as well as determining whether the pretest actually occurred prior to desegregation.

Construct validity refers to the appropriateness of the theoretical constructs, variables, and measures used. If the study did not really deal with desegregation and/or achievement, it was not included. Other studies were rejected on these grounds, but for less obvious reasons. These include those that at first appear to measure academic achievement of desegregated blacks, but which, in fact, measure a different construct

such as I.Q. (an ability measure); those that measure a different treatment, such as bus transportation; or a different population such as whites or Chicanos (see criterion 3a).

Statistical conclusion validity is concerned with the appropriateness of the statistical analyses. This includes not only the analyses employed but also the sufficiency of the data reported for calculating effect sizes. For example, a study may improperly use ANOVA in the analysis of a non-equivalent control group design (i.e., criterion 6h) that violates assumptions of homogeneity of variance and of heteroscedasticity. Other studies may correctly employ statistical procedures where there is inadequate statistical power from sample sizes too small to reject the null hypothesis. Finally, studies which grossly combine achievement results of different grade levels must be rejected because the rate of achievement gain tends to increase more slowly with advancing grade level and thus grade-equivalent scores are really not comparable (as they are normed within each grade separately). Combining scores from various tests across grade levels further threatens internal validity insofar as instrumentation effects arise from variations in test reliability and other test characteristics (e.g., item difficulty and content).

Applying the criteria listed in Table 1 resulted in the exclusion of 74 studies. The studies and the reasons for their exclusion are summarized in Table 2. Most suffered from more than one problem. As can be seen, a number of these criteria are sufficient in themselves (i.e., "fatal flaws") to eliminate a study. All but three studies had such flaws. Overall, we have had to exclude the majority of studies examined including a number used in the previous meta-analyses performed (Crain & Mahard, 1978; Krol, 1978).

We have spent a considerable amount of effort in documenting this aspect of our work. We feel that it represents an important, but often overlooked, part of formal data synthesis procedures, and one that can produce differing results. While meta-analysis, itself, is a formal, quantitative method, the selection of the sample to include in the analysis is not. Without appropriate, documented selection criteria, the results can be as subjective and biased as the literature reviews they seek to replace.

Table 1

Criteria: "Rejected" Studies

Criteria for Rejection*	Threats to Validity			
	Internal	External	Construct	Statistical
1) *Type of Study*:				
a) Non-empirical			X	
b) Summary report: insufficient detail for coding			X	
2) *Location*:				
a) Outside U.S.A.		X		
b) Geographically non-specific		X		
3) *Comparisons*:				
a) Not study of achievement of desegregated Blacks			X	
b) Multi-ethnic data combined			X	
c) Comparisons across ethnicities only			X	X
d) Heterogenous proportion minority in desegregated condition			X	
e) No control or pre-desegregation data	X			
f) Control measures not contemporaneous	X			
g) Multiple treatment interference		X		
h) Excessive attrition	X			
i) Majority black in desegregated condition			X	
j) Varied exposure to desegregation	X			
k) Groups initially non-comparable	X			
4) *Study Design*:				
a) Cross-sectional survey	X			
b) Sampling procedure unknown	X			
c) Separate non-comparable samples at each observation	X			
d) Grade levels grossly combined				X
e) Inadequate sample size				X
5) *Measures*:				
a) Unreliable and/or unstandardized instruments	X			
b) Test content unknown			X	
c) Dates of administration unknown		X		
d) Different tests used at pretest and posttest	X			
e) Test of IQ or verbal ability			X	
6) *Data Analysis*:				
a) No pretest means				X
b) No posttest means				X
c) No pretest standard deviations				X
d) No posttest standard deviations				X
e) No significance tests				X
f) No data reported				X
g) N's not discernable				X
h) Inappropriate statistics				X

Table 2

Coding: "Rejected" Studies

Author Year	Criteria for Rejection						Results			Remarks
	Type of Study	Location	Comparisons	Study Design	Measures	Data Analysis	Read	Math	Ger.	
Akin (1977)			C				-			Comparisons across ethnicities only.
Banks & DiPasquale (1970)			d,j	a		C,D,E,g	+		+	No significance tests or SD's reported.
Bennett (1974)	b									Only an abstract; need whole study.
Brookover & Schneider (1977)		b	A	a						Cross-sectional study of school racial composition and achievement.
Bullock (1976)		b	A	A,d						Cross-sectional study of school racial composition and achievement.
Chenault (1976)			F,K	A,C	c	A,B,C,D,E		M	M	Cross-sectional study. No pre/posttest means, SD's or signif. tests. 5 yr gap in comparison groups.
Crowley (1932)			k	d					O	Study five decades old; historical changes threaten external validity.
Cypert (1971)			A,d							Cross-sectional study concerned with effects of integration on white students.
Davies (1969)			A							Study of bus transportation and achievement, not of desegregation per se.
Dawson (1973)			E,H,j	d,C	c	a,c,e				No control or pretest data. Posttest data compared with district norms. High attrition. Kindergarten data used.
Dunlop (1958)	b	a	A		a,b					Study of bus transportation and achievement, not of desegregation per se.

Author Year	Criteria for Rejection						Results			Remarks
	Type of Study	Location	Comparisons	Study Design	Measures	Data Analysis	Read	Math	Gen	
Eash & Rasher (1977)			E,G		b		+	+		No pretest data reported. Confounding via "multiple treatment interference."
Elliot & Badal (1965)		b	B,d							Cross sectional study of school racial composition and achievement.
Felice & Richardson (1976)		b	A							Discusses effects of deseg. on the dropout rate.
Frary & Goolsby (1970)			d,E,G	b,e		c,d	+	+		Heterogeneous proportion Black in deseg. condition. No pretest or control group; no SD's. Multiple treatment interference.
Geiger (1968)			B,d	d	A,b	h,a,c			O	Non-standardized tests. Multi-ethnic data combined.
Gerard & Miller (1975)			h,j		d	C,D,E			O	Heavy attrition. Control group from cross sectional data. One yr had different post from pretest instrument. No SD's or signif. tests reported.
Glass (1977)	a,b	b	A							A review of studies on effects of school desegregation.
Graves & Bedell (1967)	b		B,I			C,D,E,A,B			+	Multi-ethnic data combined. Majority black in deseg. condition. No statistical analysis.
Green (1973)			j,B	b,c			-	-	-	Multi-ethnic data combined.
Hansen (1960)			B,g,i,j	b,a		A,B,C,D,E	+	+		Multi-ethnic data combined. No pre/posttest means, SD's, or signif. tests. Only "approximate" comparisons to national norms.
Hayden (1976)					A,C,D		-	-		Uses mean GPA as achievement measure. No standardized tests.

Author Year	Criteria for Rejection						Results			Remarks
	Type of Study	Location	Comparisons	Study Design	Measures	Data Analysis	Read	Math	Gen	
Higgins (1976)			B,j	C	d	a	O	O		Multi-ethnic data combined.
Howell (1972)			B,d,j			e	+	+		Heterogeneous proportion minority in study. Varied exposure to desegregation. More data needed.
Jaquith (1967)										Only part of study retrieved.
Jessup (1967)			B	d	A,b	A,B,C,D,h	+	+		Multi-ethnic data combined. Grade levels grossly combined. Used IQ tests & teacher "estimation" scores. No pre/posttest means or SD's.
Johnson (1967)	B		e,G			F			+	Statistical data mentioned but not given.
Justin & Thabit (1974)	B					F	O			Summary report-little data given for coding.
Katz (1964)	A	b	A							Review of psychological research on desegregation.
Kellogg (1960)			A							Study of gifted children, not of racial desegregation.
Kurtz (1972)	b			a		C,D,E,G	-	-		Summary report. Some pretest scores taken post-deseg.
Lansing S.D. (1975)			C			A,B,C,D,E	M	M		No pre/posttest means, SD's or signif. tests. Comparisons across ethnicities only. A summary report.
Lemke (1979)			d,g	D,b		a,c,d	O	O		Grade levels grossly combined. Poor sampling procedure. No pretest data.
Linney (1978)			d,G,j	e	b	c,d,e	+	+		Multiple treatment interference. No SD or signif. tests. Only part of study retrieved.

Author Year	Criteria for Rejection						Results			Remarks
	Type of Study	Location	Comparisons	Study Design	Measures	Data Analysis	Read	Math	Gen	
Long (1968)			b			c,d,H	0	0		Statistics cannot be used (ANOVA tables give only interaction results.) Multi-ethnic data combined.
Lunemann (1973)			E,g,h			a,c	+			No reliable predeseg. data, no control group.
Lunemann (1974)			A							Looks at validity of IQ as a predictor. (Not a study of deseg.).
McPartland (1969)	A	b		A	E	h				Cross-sectional study of classroom racial composition and achievement.
Mayer et al., (1974)			G,j			c,d,G		+	0	Multiple treatment interference. No SD's; N's not discernible.
Maynor & Katzenmeyer (1974)			B	c,D				+	+	Baseline mean derived from mixed ethnicities. Grade levels grossly combined.
Meier & Maxwell (1975)			H,j	e	d	C,D,E	0	0		Excessive attrition. No pre/posttest SD's, no signif. tests.
Merchant (1969)			C,E			C,D	+			Comparisons across ethnicities only. No predes. data, no SD's.
Middleton (1974)			F,g,k,E			c,d	+	+		No pretest data. 5 yr. gap in comparison group measures. Ethnicities mixed in ANOVA analyses.
Moorehead (1972)			D,E,I		E	A,C,D				No pretesting. No SD's. IQ used as achievement measure. Majority black in some "desegregation" conditions.
Morrison (1972)		b	C,d,e	d,c		c,d,g	M	M		Non-specific as to: region, N's, date deseg. began. Compares across ethnicities only. No SD's.
Papay (1976)	b						M	M		Need whole study; have retrieved abstract only.

Author Year	Criteria for Rejection						Results			Remarks
	Type of Study	Location	Comparisons	Study Design	Measures	Data Analysis	Read	Math	Gen	
Plante (1971)	b		A							Court transcript concerning research in integrating socioeconomic classes
Prewitt (1971)			B	B	c	C,D,G	M	M		Sampling not described. Multi-ethnic data combined. No N's or SD's.
Purl & Dawson (1973)			C,d,j	C,b	d	A,C,D	M	M		Multi-ethnic data combined. Heterogeneous % Black in deseg. conditions. Control group not comparable. No SD's or pretest means.
Radin (1968)	A		A							Not a study of black achievement. No statistics.
Rosenfeld (1968)			A							Compares intellectual growth of blacks and whites, but not specifically in desegregated conditions.
Sacramento S.D. (1971)			G,E,J			a,c,d	+	+		Multiple treatment interference. Pretest given 1-4 yrs post-deseg. No pretest means. No SD's.
St. John & Lewis (1971)			A,e			A,B,C,D		+		Cross-sectional study of classroom racial composition and achievement.
Schellenberg & Halteman (1974, 1976)			E,B,j	d	c,d		0	0		Pretest measures taken 1-4 yrs post-deseg. No SD's. Multi-ethnic data combined.
Scott (1970)	B		E,b	a,b		a,c		+		Cross-sectional study, initial comparability of groups unknown. No control group, pretest means or SD's.
Scudder & Jurs (1971)			A							Study of deseg. and White achievement.
Shaker Heights S.D. (1970-71)	B					F			+	Summary report insufficient data reported.
Shaker Heights S. D. (1971-72)	B								M	Summary report, insufficient data reported.

Author Year	Criteria for Rejection						Results			Remarks
	Type of Study	Location	Comparison	Study Design	Measures	Data Analysis	Read	Math	Gen	
Simmons, et al. (1978)			D,E,j			A,B,C,D	M	M		Varied exposure of Blacks to deseg. condition. No pre/posttest means or SD's. Relates prop. Black in schools to percent in low GPA or achievement quartile.
Singer (1970)			c,E,h			A,C				No pretest data, means, or SD's.
Smith, Alton, B. (1978)			B,g		b		-	-		Multi-ethnic data combined.
Smith, Annie (1975)		b	F,k,g	b,c,a	d	c	+	+	+	11 year gap between comparison groups.
Stallings (1959)	B		j			F			+	Summary report; no useable data reported.
Stallings (1960)			K,j	B		c,d	+	+		No SD's. Sampling procedure not described. Groups non-comparable: varied exposure to desegregation.
Starnes (1968)			J	B	C	G	+	O	O	p <.25 level used to establish initial similarity of groups. Number of schools and prop. black unknown. Dates of test administration, sampling procedures, N's not reported.
Stephenson & Spieth (1970)			d,J	b		C,D,E,G	-	-		No way to derive effect size from coefficients in regression analyses. No N's discernable, no SD's, no signif. tests for gains reported.
Summitt (1976)			j,e		A,B,C,D	c,d,h			-	Uses GPA as achievement measure. Does not give pre- deseg. data. No SD's given.
Thomas (1977)			B	b			M	M		Multi-ethnic data combined.

Author Year	Criteria for Rejection						Results			Remarks
	Type of Study	Location	Compar-isons	Study Design	Measures	Data Analysis	Read	Math	Gen	
Thompson & Dyke (1972)			B,E	D,c	A,b,c	A,B,C,D			-	Multi-ethnic data combined. No pretest or control group data. Invalid sampling design. Unreliable tests. No means or SD's.
Van Every (1969)			e,A			a,c				Study of White achievement primarily. No pretest.
Weinberg (1977)	A									Review of literature on desegregation.
Wilson, A. (1967)			A	A						Cross-sectional survey of levels of segregation and other contexts on achievement.
Wilson, K.L. (1979)		b	A							Looks at effects of integ. upon the further "educational attainment" of Blacks. Uses national sample.
Wolman (1965)	B					F	-			Summary report: insufficient detail, no statistical data given.

Threats to validity symbolized by capitalized letters represent inadequacies sufficiently serious in and of themselves to exclude the study from analysis.

Coding: M = mixed
+ = mostly positive
- = mostly negative
0 = no change

APPENDIX B

Papers on School Desegregation Issues Presented at the 1981 AERA Meeting

The following papers were presented at the 1981 American Educational Research Association meeting in Los Angeles. Their findings are not incorporated in this Project because of their late availability. These papers are listed in addendum since they hold particular relevance to many issues addressed in this Project.

Ahmadjian-Baer, J. Producing more active learning behavior from poor readers: The multiple ability classroom.

Arias, M. B. School-community perceptions of desegregation and bilingual education: A case study.

Beady, C., & Slavin, R. E. Making success available to all students in desegregated schools: An experiment.

Beckum, L. Student classification and misclassification: Lessons from Larry P. v. Riles.

Beckum, L. C., & Dasho, S. J. Managing social change: The impact of administrative decision making on desegregating schools.

Bennett, C. Minority student and discipline: An empirical study.

Bennett, C., & Harris, J. J., III. A study of the causes of disproportionality in suspensions and expulsions of male and black students in desegregated high schools.

Braddock, J. H., II. Effects of school desegregation on traditional and nontraditional career paths among black young adults.

Brady, N. M., & Warfield, M. The impact of compensatory education programs on equality of educational opportunity in desegregated elementary schools.

Brown, F. The role of the researcher in collecting community data.

Carter, D. G., Sr. Competency testing: Assessment or politics.

Carter, D. G., Sr. Resegregation, a recurring phenomenon: A method of assessment.

Carter, D. B., Sr. A state's response to discipline: A case study.

Carter, D. G., Sr., & Harris, J. J., III. Second generation school integration problems for blacks.

Carter, D. G., Sr., & Huckaby, W. Student discrimination, disproportionality and the law.

Comerford, J. P. Parent perceptions and pupil characteristics of a senior high magnet school.

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